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Volume XXII

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THE JANUARY COVER

The January Cover shows a student discussion group broadcasting from the campus studio.

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Consider the Students

For the first time since World War II, the teachers colleges are experiencing drastic reductions in enrollment. The teachers colleges are reporting decreases in enrollment of from ten to twenty-five per cent, and in some cases even more, over enrollment figures of the preceding year. There are many obvious reasons for this trend, most of them originating from the current international picture and the national emergency designed to meet the situation. Military demands for personnel, limitless employment opportunities in industry, higher costs of living, and general feelings of insecurity have all had their effect on the enrollment of students in our colleges.

But the decrease in enrollment is only a part of the problem now facing the teachers colleges and their staffs. Perhaps a more serious problem is arising in connection with the students who are already enrolled and who are enrolling in college, regardless of the factors mentioned previously. Many faculty members have recently remarked that the attitudes of students are undergoing noticeable changes. We hear on every hand that the students lack interest, are restless, nervous and irritable, and lack initiative;

in short, they do not seem to care anymore what happens or is said in the classroom. And no doubt this change in attitude is quite understandable in light of the dawn of insecurity that is facing the student body.

If this feeling concerning the students on the part of the faculty mem-

their needs and facilitate their plans in order to enable them to complete their studies before being called to military service. If they are not eligible for service, they should be encouraged to complete their schooling and to accept responsible teaching positions rather than to withdraw and accept

industrial positions because of high income promises. The teaching profession must be raised to a comparable standard.

For those students who are just entering or are only partially through their college education, we must do even more to provide for their needs. It is with this group that insecurity is so great. Faculty members must be more

The Teachers College Journal seeks to present competent discussions of professional problems in education, and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in the belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of view so expressed. At all times, the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

bers is a reality, what then can we do to ease the conditions and assist the student during these critical times. Surely we cannot ignore the situation and proceed as if our problem students are simply enrolled in order to postpone their draft and would be better off if eliminated from school. We must do all that we possibly can to meet the needs of the students.

It means, then, that our first concern must be one of consideration for the students. For those who are nearly finished with their college work, we must gear our program to

understanding, more tolerant, and more energetic in planning experiences and activities which are vital to the student. Attitudes of these students must be remolded to conform to scholarly patterns.

It is and will be a trying time for both students and faculties. New problems will be uncovered and others will be increased. But through the crisis, we in the teachers colleges must make our foremost concern one of consideration for the student.

CHARLES HARDAWAY
Editor

A Program for the Reconversion of Secondary School Teachers for Elementary Service

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A recent issue of the *Phi Kappan* states:

"Statistics show that in 1956 we will have as many pupils in the first eight grades as we now have in all twelve grades."¹

If these figures are correct, it is readily apparent that the task of recruiting teachers for the elementary schools will continue unabated for some time. As in the past, the majority of teacher training institutions are preparing more teachers for the secondary school than for the elementary. Since the supply exceeds the demand at the high school level, it is to the best interests of the schools, as well as the welfare of the students so trained, that a program of reconversion from secondary to elementary service be undertaken by the professional schools of the country.

A program now in operation at the Chicago Teachers College has shown that teachers trained for the secondary school are not necessarily lost to the profession because of falling high school populations. Nor are they, either by personal desire or training, uneducable for service in the elementary schools where the enrollment continues to mount.

The staggering increase in the elementary school population was keenly felt in the Chicago public schools at about the same time it was begin-

ning to be felt in schools throughout the country. To meet the need for a teacher in every classroom of the city, the Chicago Teachers College, which has always trained teachers exclusively for the elementary schools, co-operated with the Board of Examiners and the Department of Teacher Personnel in establishing an extensive program of late afternoon and evening classes. Training in elementary education, content and methods was offered to several hundreds of students, graduates of teachers colleges, liberal arts colleges and universities where they had specialized in secondary education.

The program, planned and administered by Dean Raymond M. Cook, was first put in operation during the second semester, 1948-49. Students, serving on temporary certificates as substitute teachers in the Chicago public schools, were permitted to register for a period of not more than 7 or 8 semester hours. The basic purpose of the program was to enable the student to meet the requirements for the open examinations for elementary certification in the public schools of the city. Not the least important aspect of the program was to enable these teachers, prior to certification and assignment, to do a better job while substituting in the elementary schools.

The objectives of the program are similar to those of the regular college curriculum:

1. To prepare students to teach in the public elementary schools, and,
2. To provide a program of general education enabling the student to as-

sume an effective role in the home, school and community.

The classes in the late afternoon and evening are not intended as "cram" courses. Students are not coached to take the examinations offered through the Board of Examiners. The purpose—and one to which the faculty has stuck tenaciously—is to offer courses identical in content and standards to the program provided full time undergraduate students.

It has been the writer's pleasure to work in the reconversion program from the time of its inception at the Chicago Teachers College. The factors leading to revision and modification of our courses, always keeping in mind the striving for stated objectives, will be informally examined in this article. These changes it is believed, have been instrumental in greater enrichment of the offerings in a shorter period of time than generally occurs in curriculum revision. Let us consider this program in terms of the student body, the course offerings, and the special problems involved in instruction.

I. The Student Body

All, or nearly all of the students in the extended day classes, have the bachelor's degree. A goodly number, possibly 10%, have advanced degrees. Many of them are graduate of Chicago-area institutions—Northwestern, the University of Chicago, Roosevelt, Loyola, Mundelein, Rosary and nearby small liberal arts colleges. A large percentage are graduates of southern colleges, universities, or state "normal" schools.

In most instances, the students have majored in a content subject, such as history; and music and physical education are well represented. They have credit for a minimum number of psychology and education courses, usually 16 semester hours, intended to prepare them to meet state certification requirements for the secondary schools. Where student teaching is included, it is almost without exception on the secondary school level.

The majority of students have had

some teaching experience, in a small secondary or a rural elementary school. These are located in all parts of the United States, though largely in the midwest and south. Some have had no experience other than as a substitute teacher in the Chicago public schools. Too, there are some very recent graduates of local colleges and universities with no teaching experience. Desiring to remain in Chicago, they prefer to prepare at once for the Chicago public elementary examinations.²

The age range is wide. Many are young, in their early twenties; quite a few are in their late thirties and early forties. Since an age limit has been placed by the Board of Examiners for candidates for the examinations, there have been few elderly persons. However, some students, serving as substitutes, have enrolled despite the fact that they will be unable, because of age, to file for the examination.

The proportion of men to women is about one to fifteen or twenty. In the writer's present class of 55 in "Teaching of the Language Arts" there are 15 men enrolled.

This great range in education, experience, and personal factors adds to the problems faced by the instructor in providing undergraduate work to students who have reason to consider themselves on a graduate level. As will be seen, it is soon apparent that the training and experience of most of these teachers makes an assumption of sympathy for, and the knowledge of, elementary education unrealistic.

II Course Offerings

With very few exceptions, all departments at the Chicago Teachers College contribute to the offerings of the extended day program. Where they have not, it is because of their

²Readers interested in the requirements for teaching in the Chicago public elementary schools should request a Circular of Information from the Chicago Board of Education, Board of Examiners, 228 North La Salle Street, Chicago 1, Illinois.

specialized nature or in fields not covered in the general open examinations.

A sampling of the courses included in the late afternoon, evening and summer classes at the College will convey some idea of the range necessary to provide courses to meet the needs of candidates in their preparation for the Chicago examinations.

The Education Department has generally provided instruction in Evaluation and Measurement, Classroom Organization and Management, the Philosophy of Education, and the History of Education. The first professional course required of students in the regular college curriculum, Introduction to Education, is also offered. During the summer of 1950, student teaching experience was offered in the summer elementary schools for the first time in the history of the College. Ordinarily, this course has been restricted to those training schools having a demonstration school on the campus, a facility not at present enjoyed by the Chicago Teachers College. In each case, it should be remembered, these courses are aimed at the special and unique needs of the elementary school.

The English Department offers courses in the teaching of reading for the intermediate and upper elementary grades, reading activities in the primary grades, the oral and written communications course, and children's literature.

The psychology, science, and mathematics departments have offered general and special methods courses dealing with the particular aspects of the elementary school child and with the teaching of these subjects in the elementary grades. A series of like courses are given by the Music Department.

The Kindergarten-Primary Department, a branch of the Education Department specializing in pre-school and nursery, as well as primary, education, offers a number of their courses to enable students to meet the specialized methods, materials, and techniques of this particular

crucial level in the education system.

III. Special Teaching Problems

Already apparent are some of the problems in the extended day program, many of which are not met during the course of the regular college session. In the first place, the students have been oriented to the secondary school in terms of subject matter content and pupil development and behavior. To present the content of the elementary areas of learning without providing a background of understandings of the special problems of the elementary school was early discovered to be a real need. Consequently, the faculty engaged in teaching these courses found themselves revising their content and methods classes to provide for basic learnings in child psychology, classroom organization and management, the theory and purpose of the modern elementary school, and a host of other subjects generally achieved only through a long period of instruction, observation, and guidance.³

One may wonder if there is not considerable over-lapping? As a matter of fact, there appears to be less in the general elementary teacher training program since each subject area brings with it its own peculiar problems and the course offerings are limited.

The writer found, for example, a mere handful of students familiar with the Horn Book. This, despite the fact that many of the group had engaged in the teaching of reading. It is necessary to point out the most commonly available sources of current materials in the teaching of English (at both the secondary and elementary levels!); and these to many students who have, on their transcripts, courses in the teaching of the

(Continued on page 77)

³Guidance in the selection of courses is retained by the Board of Examiners which is the agency responsible for the evaluation of candidate's transcripts and credentials. The College does, however, suggest informally courses which will assist students in becoming effective teachers.

A Study of Parent Attitude Toward Newer Practices in Pupil Progress Reporting

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A topic which has created much furor has been the marking system—Report Cards. Much heated discussion has evolved around the five-point grading system; the advantages and disadvantages of S U grading; the practice of no grades at all; the use of anecdotal records and parent conferences as a means of interpreting the child's progress to parents.

Experience has shown that not all teachers agree on what constitutes a good report card; therefore new theories and practices have been initiated more or less on a trial and error basis. Caught between the forces that have instituted change are the parents who have not always understood the newer practices initiated and, therefore, in their confusion, have questioned the validity of the changes made.

Prior to 1940 the Elkhart Public schools made use of a five point scale in which the scholastic grades by subjects were listed and the following code used: E—excellent; G—good; M—fair; P—unsatisfactory; D—failure. There was general dissatisfaction with this system of marking so committees were organized to devise a means of evaluation that would interpret growth in terms of the whole child.

Over a period of nearly ten years Elkhart established the S U method of reporting pupil progress in the elementary schools. During this period the report cards were revised at two different times as the committee sought to attain a marking system that would:

(1) Consider the whole child and

which would not be limited to scholastic achievement only.

(2) Avoid judgment of the child in competition with others.

(3) Protect the sensitive feelings of the slow-learning child.

(4) Challenge the child of superior ability.

(5) Eliminate jealousy and other anti-social traits fostered by comparative marking system.

(6) Help foster improved family relationships and help parents avoid making unreasonable demands upon children.

(7) Help parents to look upon the education process as a cooperative undertaking.

(8) Encourage teachers and parents to make increasing use of the conference as a means of helping children.

During the school year 1949-50 an attempt was made to determine parent attitude toward the newer practices in pupil progress reporting which had been in effect nearly ten years.

A questionnaire submitted to 2507 parents who had children attending the kindergarten, primary, and elementary divisions of the Elkhart Public Schools revealed from the responses, which totaled 1749, that approximately 68 per cent of the parents favored the present S (satisfactory) U (unsatisfactory) system of grading. A smaller group, 23 per cent, disapproved the present practices. The following shows the degree of satisfaction or dissatisfaction measured for the city as a whole.

Very well satisfied . . . 21.33
Satisfied . . . 46.85

Dissatisfied . . . 19.04
Very much dissatisfied . . . 4.29
No opinion . . . 4.28
No reply . . . 4.25

The dissatisfied group revealed from their comments that they felt S U system gave no true picture of achievement on a quantitative basis. It failed to reveal strengths or weaknesses in any area and, therefore, was very indefinite and vague. They also felt that the elimination of the competitive and comparative elements had resulted in a lack of challenge and encouragement to students to do their best. S U grading failed to create incentive for the individual child to strive towards greater achievement. The group felt that inasmuch as our society was based on competition the sooner children were conditioned to this the better, as they would be more ably fitted to take their proper place in the highly competitive world in which they were expected to make their way. The group preferred a more precise marking of the amount of subject matter "mastered" and, therefore, sought the security offered by the per cent marking. Some of their quotations show clearly this insecurity.

"A definite ABCDF grading system is more understandable to us as parents and also to the child. . . And, may I add, the old system of grading has been used for years and years and has proved very successful even when we were pupils ourselves."

"I prefer a more specific grading system. There are too many hidden meanings in the S U system."

"Through six years of school I am sure of one thing—my child is trying!"

The group expressed concern, and a concern shared to a lesser degree by some of the satisfied group, that the sense of confidence built up by the removal of ability distinctions in our elementary schools might well be shattered when these were again in force and the child faced the competitive, comparative marking still existing in the Junior High and High School.

The dissatisfied group also felt that too great a gap existed between

the S and U and that with only two criteria for judgment of the child's progress there was no means of determining whether the child was doing the best which he was capable. Many suggested devious ways by which the scale could be extended.

A very vital point, and one that clearly showed confusion on the part of many, was the criticism that under the present grading system parents were not always assured as to the promotion or failure of the child. This seemed to point to an inconsistency on the part of teachers in the interpretation and use of the S U grading. It was very evident that a good public relations program could hardly be maintained if a child who exerted every effort to do his best was continuously graded U, while on the other hand a capable pupil who had failed to do his best and who put forth little effort continued to receive all S's.

The dissatisfied group felt that the present grading system placed too great a burden upon the average teacher to determine the capabilities of pupils and to grade them accordingly.

The group expressing approval of the S U system of grading were not so free in pointing out specific reasons for their attitude. They were prone to generalize in brief paragraphs their reaction. They were very consistent in their replies and readily endorsed the premise that marking should be on the basis of the progress the child makes in relation to what he can do. They were in agreement that this was the only fair way to grade a child. They as a group were less concerned with the quantitative aspects of school marks and more concerned with qualitative or more intrinsic values as revealed in personality traits, health, social habits and attitudes, and interests. They were less inclined to seek a security in "yardstick" measurement of a child's progress in subject matter. They showed less curiosity regarding the degree of scholastic ability the S showed. Their comments were singularly free from such remarks as:

How good or high a percentage is satisfactory? How does my child compare with the 100 per cent standard? Is my child doing work in the 95.90, 85, 80, or 70 per cent bracket? The satisfied group revealed they were aware of the amount of power such a system placed in the hands of the teacher, a criticism frequently made by the dissenting group. The satisfied group seemed secure in their feeling that as long as the teacher showed no partiality among the students and graded each on his own merits, not allowing opinion or individual feeling to enter into the picture, that the present system was par excellence. Some of their remarks quoted show this clearly:

"I am very much elated to see that school officials are trying to better the system all the time. The child is on his own now."

"The progress of my child in school has been gratifying. His social problem of getting along with others has been his only downfall. . . I hope to see a successful adjustment. In years past this would never have been considered a part of his progress."

"I think effort to work at capacity should receive more emphasis than success in achieving a predetermined (and doubtful) capacity. The present system is generally satisfactory to me—much more so than the old comparative and competitive one."

In regard to parent-teacher conferences, parent-pupil conferences, and the value of the space for comments on the card, approximately 9 out of 20 felt that S U grading had led to more conferences with the teacher and with the child and that personal conferences were helpful to the parents. Even more parents, 8 out of 10, revealed the space for comments provided on the cards was highly valuable in guiding the child. While indicating approval of conferences and comments on cards as a very vital and necessary part of S U grading, many suggestions were made regarding improvement of existing practices. Many parents felt that teachers tried to be too diplomatic in their written comments and in their conferences.

Because of this their suggestions were sometimes rather vague, resulting in loss of value to parents in guiding the child. Many expressed a desire for comments of a more frank, more detailed, and more suggestive nature. Those making the suggestions were aware of the added burden this might place upon teachers and were deeply appreciative of the service rendered. Parents did not want generalizations of pupil achievement in terms of "Just fine", "Johnny is a good worker", "Mary is doing average work", etc. They also expressed a wish for teachers to make more use of the space on the card for notes and comments.

The feeling was strong regarding the less frequent grading period. The greater number preferred the six-week interval as approximately 6 out of 10 designated this interval as the most effective. Next in preference was the nine-week interval, and lastly, only a few favored the even less frequent grading.

The group was very much opposed to the substitution of conferences and personal notes and letters for report cards as 8 out of 10 registered their disapproval of this procedure.

The study revealed that much work must be done before complete satisfaction can be achieved with S U grading. Certain things such as clarification of failure and promotion, more conferences with parents and pupils, and improved usage of the comment space on the card must be emphasized.

In view of the findings the following recommendations were made as a guide for future action:

1. The elementary schools should continue to minimize the competitive, comparative aspects of pupil evaluation.

2. The Junior High and High School should, if possible, be encouraged to give study to the problem of marks and make some attempt to reduce the competitive, comparative elements present in the five-point scale now used.

5. Attempts should be made through staff meetings to clarify

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A Study of Sabbatical Leave In Teacher Training Institutions

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"Maintenance of a high degree of intellectual vigor is not an easy task for many, perhaps for most, college teachers" "the college teacher is faced with the almost irresistible temptation to permit the pattern of



his ideas to become fixed and to grow dogmatic in his teaching."¹

"The desirability of a system of sabbatical leaves for faculty members has long been recognized."²

These statements along with many others of an identical pattern give evidence that university, college and other school administrators have long been aware of the virtues of some plan of leaves that will contribute to the improvement of instruction. Today, it is increasingly difficult for the teacher to keep in touch with all the important and desirable developments in the field of education and to maintain a satisfactory contact with his own field of specialization.

We are all aware of the stimula-

¹Haggerty, Melvin E., *The Evaluation of Higher Institutions*, Volume II, "The Faculty," page 164, University of Chicago Press, 1937.

²Russell and Reeves, *The Evaluation of Higher Institutions*, Volume VI, "Administration," page 59, University of Chicago Press, 1936.

Paul F. Muse

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tion that is to be gained from reading, from participating in professional and scientific meetings and societies, from conducting some research project or from the preparation of a paper for publication. But, these must



be done in addition to our regular duties. Consequently, many of our new ideas, new viewpoints, new outlooks, new demonstrations never materialize. This is the importance of sabbatical leave, for with it an individual

may periodically renovate, reconstruct and revitalize his teaching, by study, by contact with outstanding personalities, by research, by time to rest and think and by travel to get a better perspective of the world and its peoples.

Sabbatical leaves have been a part of many college and university administration plans. The American Association of University Professors Committee on Sabbatical Leave reports that 185 colleges and universities have some plan of sabbatical leave. Their survey included all members of the American Council on Education and returns were made by 419 institutions, indicating that better than 44% had sabbatical leaves in 1931.³

³The Bulletin of The American As-

Numerous other studies since then have been made with different groups. Some were during "depression times" and are not very informative. One that is most interesting for teachers colleges was made by Howard E. Bosley of Southern Illinois University.⁴ This survey indicates that 37% of the 107 teachers colleges studied have some plan of sabbatical leave.

The authors have made a study of 51 teachers colleges at the suggestion of the local chapter of The American Association of University Professors. The following questions were asked:

1. Do you have any plan for sabbatical leave?
2. What are the features of your plan?
3. What percentage of your faculty use the plan?
4. What is the approximate cost of the plan?
5. Are there any changes desired or contemplated to improve your plan?
6. Would you like a copy of the survey?

Results

51 Questionnaires were sent

50 Replies were received

1. 20 have sabbatical leaves of some type or other—more than 39 per cent. 30 have no plan.

2. 15 have plans that provide for one year off at one-half pay or one-half year off at full pay. 6 had various kinds of procedures:

Rank is not an important factor in determination of eligibility for leaves.

Most of the schools surveyed expect a return to the campus after leave to utilize new experiences, ideas and ideals gained during leave.

Some require a bond to assure that the teacher does return.

One requires that monies advanced for leave must be returned before a release will be given, if the teacher wishes to change positions following his return.

There is no general pattern evident

sociation of University Professors, Volume 17, page 218, 1931.

⁴Bosley, Howard E., "The Administration of Faculty Personnel in State Teachers Colleges," *American Association of Teachers Colleges*, 1946.

in administration of leaves. In some institutions it is the college board; in some, the president and even the State legislature may have this responsibility.

5. There is no definite trend concerning the percentage that use the available plan. In most instances all that are eligible use the plan if funds are available.

4. Costs of leaves vary as widely as salaries in the institutions. In some, the teacher involved hires his substitutes and pockets the difference in salary. In some institutions, the duties of the teacher on leave are divided among the other departmental members.

5. The changes desired were: More freedom in what the individual could do during his leave, more funds in order that more could take advantage of the plan and better administration of the plan.

Observation and Miscellaneous Information from Survey

1. Three institutions were not interested in survey and had no plan of leave. Therefore, it would seem that the 27 others without sabbatical leave are hoping, planning and looking forward to a plan for they wanted any pertinent information on the topic.

2. One institution requires schooling, research or its equivalent for 6 to 8 weeks and gives pay for this every 5 years to maintain tenure. Exceptions may include Ph.D.'s and those over 55 years of age.

3. Three colleges have no plan but do help finance advanced degrees for promising teachers. This plan is administered by the Dean and President.

4. Most institutions give leave for advanced study only, some may for writing and none mention travel.

5. One institution suggested that 3 out of the 7 teachers colleges in the state that there is no rank for the teacher, so how could they expect anything so modern as sabbatical leave? Another indicated that they feel such a plan is out of the question in the present situation.

The Institutions surveyed are included in the following list:

Flagstaff, Arizona State College
Tempe, Arizona State College
Conway, Arkansas State Tchrs. College
Fresno, Fresno State College (Calif.)
New Britain, Connecticut Tchrs. College
Boulder, College of Education; University of Colorado
Greeley, Colorado State College of Education
San Diego, San Diego State College (Calif.)
Collegeboro, Georgia Tchrs. College
Charleston, Eastern Illinois State College Normal, Illinois State Normal University
Indiana State Tchrs. College (Terre Haute)
Muncie, Ball State Tchrs. College (Indiana)
Cedar Falls, Iowa State Tchrs. College
Emporia, Kansas State Tchrs. College
Hays, Fort Hays Kansas State College
Bowling Green, Western Kentucky State College
Morehead, Morehead State College (Kentucky)
Natchitoches, Northwestern State College of Louisiana
Bridgewater, State Tchrs. College (Mass.)
Kalamazoo, Western Michigan College of Educ.
Marquette, Northern Michigan College of Educ.
Ypsilanti, Michigan State Normal College
Hattiesburg, Mississippi Southern College
Kirksville, Northeast Missouri State Tchrs. College
Warrensburg, Central Missouri State College
Chadron, State Tchrs. College (Neb.)
Montclair, State Tchrs. College (N. Jersey)
Paterson, State Tchrs. College (N. Jersey)

Las Vegas, New Mexico Highlands University
Albany, State College for Tchrs. (N. York)
Cortland, State Tchrs. College (N. York)
Greenville, East Carolina Tchrs. College (North Carolina)
Minot, State Tchrs. College (North Dakota)
Bowling Green, College of Education; Bowling Green State University (Ohio)
Oxford, School of Educ.; Miami University (Ohio)
Tahlequah, Northeastern State College (Okla.)
Bloomsburg, State Tchrs. College (Pa.)
Indiana, State Tchrs. College (Pa.)
Springfield, Southern State Tchrs. College (South Dakota)
Johnson City, East Tennessee State College
Nashville, George Peabody College for Tchrs.
Commerce, East Texas State Tchrs. College
Denton, North Texas State Tchrs. College
Farmville, Longwood College, (Va.)
Athens, Concord College (West Virginia)
West Liberty, West Liberty State College (West Virginia)
River Falls, State Tchrs. College (Wisc.)
Whitewater, State Tchrs. College (Wisc.)
It appears from the results of these two surveys that the practice of sabbatical leave in the teacher training institutions is on the increase. Bosley has mentioned that such leaves were first begun in 1917 for teachers colleges. So, today a very definite trend is apparent as we approach the place where 40% of our teacher training institutions have sabbatical leave.

A Study of Probationary Students at Indiana State Teachers College, School Year 1948

William G. Shearer

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Through the years colleges and universities have been concerned with student mortality and its causes and effects. They are constantly seeking to analyze these causes and effects in order that they might improve their services and, at the same time, improve student effort and scholarship.

Failure to maintain the required scholastic standards has caused many students to be placed on probation by the various educational institutions or even to be dismissed by these institutions.

Many systems of probationing students with low scholarship are in use today in an attempt to improve students' grades and perhaps weed out those not fitted for college and university work.

It was the purpose of this study (1) to attempt to determine if probationing of low scholarship students at Indiana State Teachers College is worthwhile; (2) if it pays in improved grades; and (3) if it pays in improved adjustment.

Importance of the study. Just as a school tries to improve its athletic teams each year, so must it improve in all other departments if it expects to maintain its standing in the educational world.

This study may prove to be too limited a sampling, but nevertheless the writer feels that some factors may be uncovered which will ultimately lead to further study and investigation or will enable the Student

Personnel Department of Indiana State Teachers College to evaluate more adequately their present probation system.

No attempt has been made here to study psychological factors which undoubtedly play an important part in students' grades. Also no attempt was made to follow-up those students who quit school voluntarily or were dismissed by the college.

Probation. A quantitative standard has been set by the college whereby a student who does not make passing grades in three fourths of his approved schedule in any given term shall be discontinued automatically unless re-admitted on probation. The qualitative standard set by the college shall be computed on work attempted and on a cumulative basis.

A student, to continue in college, must meet the following graduated scale of scholarship indexes: 18, 25, 30, 35, 40, 45 on the 1st, 2nd, 3rd, 4th, 5th, and 6th quarters respectively, or be discontinued, unless re-admitted on probation.

When the grades are in, the Registrar withholds all trial programs for students below the standards listed above. The student will be notified by letter (either mailed, or handed to him in registration line) of his status. It shall also advise him that he may initiate plans with the Coordinator of Student Personnel for continuation on probation.

THE MATERIALS USED AND GROUPS STUDIED

To assemble the material for this study, the writer obtained a list of 275 students who had been on probation during the school year 1948. The grade record card for each of these students was then analyzed. From this the American Council of Education percentile rank of each student was taken along with the number of terms each student had been in school up to 1948, the cumulative scholarship for each term during 1948, and the disposition of each probationed student as to whether he graduated, quit school voluntarily, was dismissed by the school, or con-

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TABLE I
DISPOSITION OF STUDENTS ON PROBATION AT INDIANA
STATE TEACHERS COLLEGE DURING THE YEAR 1948

Subsequent action taken	Number of Students	Percent of Total Pro- bationed Group	Mean A-C Percentile Rank
Dismissed by the college	125	60	26
Continued in school after probation	43	20.6	36
Voluntarily quit school	36	17	33
Graduated*	4	1.9	50

*This group includes only those students who graduated before April, 1950. Some of the students who were on probation during 1948 were in school at the time this study was made and may yet graduate.

A Study of Students Transferring to Indiana State Teachers College from Other Colleges and Universities

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For many years questions have been raised concerning the academic quality of students admitted to Indiana State Teachers College by transfer from other institutions of higher learning. Many opinions have been voiced, based upon limited observation, yet no study has been made to present tangible evidence to support any ideas advanced.

It was the purpose of this study to select an adequate sampling of transfer students entering the College and by a study of their personnel records analyze their scholastic characteristics on the basis of their academic achievement at Indiana State, in groups of (1) those dropped by other colleges; (2) those not dropped by other colleges; (3) those above our standards for continuation; and (4) those below our standards for continuation.

Importance of the study. Registrars, deans, department heads, counselors, and many others have found it more difficult to work out a satisfactory program for the transfer student than it is for the student who has done all his work at Indiana State. The many differences between various institutions of higher learning tend to complicate the satisfactory adaption of the transfer student. Those people responsible for admittance standards, and others, have been in great need of reliable information as to the subsequent achievement of these transfer students.

More frequent has become the unscientific comment that the teachers

college has become the "resting place" for students dropped from other colleges because of poor scholastic achievement. Individual cases have been used to support theories and general contentions, but little has been done to give concrete evidence to these suppositions.

In this study an attempt was made to tabulate the actual scholastic achievement of transfer students so that responsible officials might know whether or not these students as a group are meeting the academic standards of the college.

In this study the term "transfer students" shall be interpreted as meaning those students who matriculated at Indiana State Teacher College in the fall of 1948 with transfer credits amounting to a minimum of one semester or quarter of work at one or more other colleges or universities.

The minimum standards for continuation used in the study are those as set forth in the College Bulletin, on the basis of scholarship index earned. In order to continue in good standing in the college a student must maintain the following minimum scholarship indices from quarter to quarter:

At end of 1st quarter, scholarship index of 18 or above; at end of 2nd quarter, scholarship index of 25 or above; at end of 3rd quarter, scholarship index of 30 or above; at end of 4th quarter, scholarship index of 35 or above; at end of 5th quarter,

scholarship index of 40 or above; at end of 6th quarter, scholarship index of 45 or above.

REVIEW OF THE LITERATURE

Among the studies that have been made of the transfer student, there have been fewer studies of transfers to an institution than of transfer from an institution, while withdrawals have been given more attention than either of the other groups.

Some investigators have studied the records in the belief that low grades are the reason for changing schools, while others have attacked the problem from other angles. Jordan,¹ in studying the reasons for withdrawals from the University of North Carolina, found that poor scholarship was the reason most of these students left the institution. Moon,² at the University of Chicago, found that the four chief reasons for withdrawals from the University were finance, health, home conditions, and some form of dissatisfaction. Mercer³ also found these to be among the principal causes of withdrawal. Cuff,⁴ found that students dropped out of college because of lack of intelligence, low scholarship, lack of application to subject matter, poor high school foundation, and poor health.

Smith,⁵ who studied why college freshman withdraw, lists four major reasons: (1) failure of college instructors to understand freshmen, (2) complete change of environment in the

¹A. M. Jordan, "Student Mortality," *School and Society*, 22:821-4, December 26, 1925.

²G. R. Moon, "The Student Who Drops Out of College," *School and Society*, 27:576-8, May 11, 1928.

³Margaret Mercer, "A Study of Student Mortality in a Home Economics College," *Journal of Educational Research*, 34:531-7, March, 1941.

⁴N. B. Cuff, "Problems of Elimination from College," *School and Society*, 30:550-2, October 19, 1929.

⁵Mark Smith, "Why College Freshmen Withdraw," *High School Quarterly*, 21:145-9, April, 1953.

life of a student when entering college, 3) the fact that many students are not college material according to requirements, and 4) the fact that some of these students have been accepted by colleges without the recommendation of the principal.

While a number of studies have found the scholastic records of transfer students to be slightly below that of other withdrawals, Williams,⁶ studying withdrawals and transfers from the College of Literature, Science, and Arts, at the University of Michigan, found that the students who were asked to withdraw had a low scholastic record but that those who transferred to other institutions had average or better scholarship.

Eaton,⁷ in a study of students transferring from Indiana University, found that: (1) the aptitude and achievement of the average transfer student is not quite as high as that of the student body as a whole, probably because of the larger proportion of failing students in the transfer group; (2) many students change schools rather than change curricula within a school when they have failed in a certain course; (3) a number of students change schools in order to get a type of training that is not offered by the school in which they are enrolled; and (4) there is need for greater student guidance in colleges and universities. Eaton⁸ suggests that, with proper guidance, students may be led into fields in which they show more promise and, as a consequence, they will be happier and more successful in their work both while in school and after they are out in the field.

⁶Robert L. Williams, "Academic Records of Students Eliminated from the University of Michigan," *School and Society*, 47:512-20, April 16, 1938.

⁷Merrill T. Eaton, "A Study of Students Transferring from Indiana University," *Bulletin of the School of Education, Indiana University*, Vol. XVII, No. 6, November, 1941, 27 pp.

⁸*Loc cit*

In a later study made by Eaton⁹ in which he related the characteristics of students transferring to Indiana University, he concluded that in the main the transfer student differ very little from non-transfer students in general background, intelligence, and scholastic achievement.

From the studies reviewed, it is probable that better methods could be employed in guiding students entering colleges and universities so as to reduce the percentages of withdrawals and transfers caused by dissatisfaction with their courses of study, and by unsuccessful achievement. Analysis of the reasons for withdrawal indicate that more students drop out of school because of failure in academic work than for any other cause. The reason most often given for transferring from one institution to another, on the other hand, seems to be that of dissatisfaction with the course of study being pursued. This indicates a need for intelligent guidance at both the secondary and college level.

ANALYSIS AND TREATMENT OF DATA

An examination of the data shows that 96 students transferred to Indiana State from 48 institutions in 18 different states, during the period studied. The largest number of students, 11, transferred to the College from Indiana University. Other institutions from which 5 or more students transferred for the 1948 quarter are Evansville College, 9; Franklin College, 6; Vincennes University, 6; Gary College, 5; and Rose Polytechnic Institute, 5.

It is evident that the majority of transfer students came from schools located in or near the state of Indiana. Indiana accounted for 18 of the transfer schools and 61 of the students. Illinois contributed 6 students from 5 schools, while Ohio and Ken-

⁹Merrill T. Eaton, "A Study of Students Transferring to Indiana University," *Bulletin of the School of Education, Indiana University*, Vol. XIX, No. 3, May, 1943, 35 pp.

tucky accounted for 2 schools and 2 students each.

Of the 96 students, 12 had been enrolled in two other institutions before entering Indiana State. The remaining students had been enrolled in only one other institution.

SCHOLASTIC ACHIEVEMENT OF THE GROUP

There were 24 freshmen, 51 sophomores, 20 juniors, and 1 senior in the 96 students transferring during the period of study.

Only nine of the 96, or a little more than 9 per cent, failed to meet the minimum scholarship standards for continuation in college and had withdrawn by the end of the spring quarter. One of these students was put on probation, but evidently failed to show improvement. Four of the group had been dropped by the school from which they transferred because of low scholarship. All had withdrawn from State by the end of three quarters of work, two remaining for two quarters, one for three quarters, and five withdrew after one quarter.

Above standards for continuation. Eighty-seven students, or 90.6 per cent of the group, maintained scholarship indices equal to or above the minimum standards for continuation. Of the total transfer group, 16.7 per cent maintained scholarship indices between 75 and 100, 55.2 per cent maintained indices between 50 and 74, and 22.9 per cent averaged indices between 25 and 49. The indices of only 5.2 per cent of the group were below 25.

The 24 freshmen in the group made average indices of 57.4; the 51 sophomores averaged 60.9; the 19 juniors averaged 62; and the lone senior averaged 68.7.

Dropped from institution of transfer. Seven of the transfer students, or 7.3 per cent of the group were dropped by the college or university from which they transferred, because of low scholarship. Among this group 3 managed to meet the standards for continuation; the remaining 4 with-

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Effective Use of Current Materials In the Teaching of Business Subjects

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Many of us fail to recognize the importance of business subjects in our educational system. There are problems of life that are common to all, problems that must sooner or later be faced by each and every one of us. Every individual is in a sense a businessman. Every individual is concerned with spending his money wisely; certain local, state, and federal assessments must be met. The answer to these problems can be found in the teaching of business subjects, and since they are problems directly concerning all of us, it is felt that business subjects should be required in our educational system and not offered as electives as so often has been the case. Today our society is too complex in its economic and business activities and relationships for schools to leave to chance that the student will get enough experience in dealing with common problems of life. Every year millions of dollars are lost by those who did not, while in school, have the opportunity to get basic economic and business facts as a basis for judgment and decision in later life. If school people are really interested in helping the individual make intelligent and satisfying decisions regarding his economic and business life, they must make certain that every young person who goes through the secondary school program has adequate experience dealing with business problems common to all. It is imperative that this experience be gained in the secondary school program because the greater ma-

jority of students graduating from high school will not have the opportunity to gain this experience in higher education.

Many times a large majority of students at the secondary school age do not have a great interest in business subjects. Many of them are content to disregard the problems with which they will later be faced but which do not at the present time directly concern them. It is the problem of education to provide experiences in the teaching of business subjects that will arouse student interest in them. The use of current material will go far toward the solution of this problem. The possibilities in this suggestion might be more easily recognized if we were to consider *current materials* as defined in the book, "Better Learning Through Current Materials."¹ In this book, the definition of *current materials* was not confined to newspaper and magazine articles, but to field trips, radio broadcasts, exhibits, excursions, and many other activities as well.

In the material that follows, the writer has drawn heavily upon his experiences in business subjects in college which have deviated from the regular textbook teaching procedures, and which he feels will be of great importance to him in later life. Probably some of these experiences could not be adapted to the secondary

¹"Better Learning Through Current Material," edited by Lucien Kinney and Katherine Dresden, Stanford Press, 1949.

school level, but many of them could, at least to some extent.

One practice which might well be classed as a use of current material would be addresses given by businessmen to the class. While many business subjects are based on certain theories and methods of procedure, (this applies especially to accounting and skilled subjects) there are many short cuts that may be used in the study of business subjects with which the businessman is usually acquainted. Then, too, the businessman can give to the students the current trend in business, what to expect in respect to employment, what the employer wants in a prospective employee, and many other facts with which the student must become acquainted later on in life. As a member of the Commerce Club and Pi Omega Pi, the writer has benefited very much from experiences in which local businessmen have addressed our meetings. Recently the vice-president of one of the local banks, gave a talk at one of the Pi Omega Pi meetings on what to look for in your first job. The Commerce Club recently heard a very fine talk given by the head of the local State Unemployment Agency. Such practices would be quite valuable to students of the secondary school level as well as to students of the college level.

Another program which would be of great value to high school students is the work-experience program. Some schools have this program in operation at the present time, notably the Denver public schools. This school system provides opportunities for boys and girls of the high school level to work in a real work situation, to earn money for their efforts, and to be supervised by interested persons.² For those students interested in the subject of salesmanship, such a program would be quite applicable.

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²ASCD Convention Preview of the Denver Public Schools, Denver Public Schools, 414 Fourteenth Street, Denver, Colorado, 1950.

Abstracts of Unpublished Master's Theses

Kuhn, Albert Joseph, *The Organization and Administration of a County Audio-Visual Center*. October, 1950, 89 pp. (No. 716).

Problem. The purpose of this study was to discover ways and means of organizing and administering a county audio-visual center. The immediate problem was to determine the audio-visual needs of Jasper County, Indiana. Data and conclusions might be applicable to any school system in Indiana.

Method. A survey was made of the distribution of teachers and pupils in the schools of Jasper County, and another of the existing audio-visual equipment in these schools. Measures, standards, and recommended practices were reviewed in recent literature on the subject. An analysis of the functions of a county audio-visual center was made and conclusions drawn for completing an audio-visual organization.

Findings. From the surveys the audio-visual needs of Jasper County were determined according to the standards set up by leaders in the field. A full time director for Jasper County will be needed. For an optimum program, additional clerical and technical assistants would be essential. Methods for selecting and purchasing the necessary equipment were suggested.

It was found that the functions of a center are concerned with the following: the director and building coordinators who make up the audio-visual committee; finance; selection and purchase of equipment; housing and maintenance; cataloging and circulation; in-service training of teachers; public relations; and evaluation.

All states should require courses in audio-visual aids in the pre-service training of teachers. More county centers should be organized to enrich the educational program of the rural child.

Whittington, John W., *A Survey of Parental Opinion Toward the Educational Practices of the Meridian Street Elementary School of Brazil, Indiana*. Jan., 1951, 77 pp. (No. 717).

Problem. It was the purpose of this study (1) to ascertain the general attitude of the parents toward the Meridian Street Elementary School of Brazil, Indiana; (2) to obtain data to show if parents were satisfied or dissatisfied with the teachers; (3) to determine the parents' attitude toward the discipline in the school, the parents' satisfaction with the six week home report, and the work done in school by their children; (4) to discover if any major or minor educational practices needed to be revised or if more public information was necessary in specific areas; (5) to determine if the parents should be included in school planning and policy making.

Method. Information for this survey was procured by the questionnaire method. Of the 265 questionnaires submitted to the parents for checking, 251 were returned. This represented a return of 87.17 per cent. It also represented the same percentage of the families of the children in school, as one questionnaire was sent to each family.

The data were tabulated and results were obtained.

Findings. In general, 87.45 per cent of the parents were satisfied with the school, while 92.64 per cent said their children were satisfied. The teachers emerged as the outstanding contributing factor for the high percentage of satisfaction with the school. The parents were satisfied with the type of discipline used in the school. The parents expressed their satisfaction with the six week home report and the work done in school by their children. The children were receiving the type of education desired by the parents. The parents desired a reduction in class size, a continuation

of departmental work in the fifth and sixth grades, and the addition of a kindergarten.

The parents were dissatisfied with the building, equipment, and playground.

The school, from the parents viewpoint, had no major or minor educational practice that needed revising. The parents, with the interest and cooperation signified, should be included in the school planning and policy making.

Crow, Violet Strahla, *The Teaching of Family Living in the Fifth Grade*. September, 1950, 56 pp. (No. 645).

Problem. It was the purpose of this study (1) to determine whether there is a need to teach more family living in the fifth grade; (2) to show how this program could be started in a school; (3) to present some specific units on family living which were taught in the fifth grade; and the results obtained from these units.

Method. The library and experimental methods were followed in this study. All available materials in the field of family living in the elementary school were read critically and analyzed. It was found that the field of clothing and foods had the greatest amount of available material and that the field of personality development had the least available material. The needs of the children were determined and units were planned and taught according to these needs. These units were in the fields of foods, clothing, and personality. The results on tests before the units were taught and after the units were taught were recorded and analyzed. Tests given were: Otis Achievement Forms R and S, the General Mills Elementary Nutrition Test, the California Personality Test, and teacher-made clothing tests.

Findings. On the General Mills Survey which was made on eating habits of the pupils there was a lack of yellow and green vegetables, potatoes and butter. Also all diets were low in milk.

The results of the units according to test scores are summarized in the

following sentences. There was a gain in the average score or mean the second time each of the tests measuring that unit was given. There was an average gain by each pupil of from three to eight points on the tests the second time they were given. On the Otis Classification Test ten people gained the second time it was given. On the General Mills Elementary Nutrition Test ten people gained and on the California Test of Personality, eleven pupils gained the second time these tests were given. On the teacher-made clothing test all of the students gained the second time it was administered. On the General Mills Food test and the California Personality test there were only two who did not gain and on the Otis Achievement Test there were three who did not gain on the second testing.

Gormong, Wayne, *A Survey of the Organization, Purposes, and Activities of the Community Agencies of Terre Haute for 1949*. August, 1950. 74 pp. (No. 702).

Problem. It was the purpose of this study (1) to ascertain the types of agencies that were engaged in educative community projects in Terre Haute in 1949; (2) to disclose the number of citizens that were effected by the work of these groups; (3) to present a limited analysis of the financial structures that implemented the functions of community organizations; (4) to show the relationship that existed between local and national organizations; (5) to reveal the types of objectives and projects of community agencies; and (6) to show the degree of correlation that existed between the aims and projects promoted.

Method. The normative survey procedure was used in this study. Representatives of seventy-five agencies were interviewed for information concerning (1) source or sources of support; (2) number of members; (3) aims and objectives; (4) projects promoted; and (5) suggested improvement of services.

Findings. In 1949, the community

agencies of Terre Haute were engaged in projects that were classified as: adult welfare, civic, educational, health welfare, occupational, patriotic, recreational, religious, and youth welfare. The civic, health welfare, and youth welfare agencies were most numerous, while the occupational and recreational agencies were least numerous.

In a city of approximately 65,000, seventy-seven per cent of its citizens were affected by the work of the community agencies.

The most widely used methods of support were membership dues and voluntary contributions. One-half of the agencies had a single source of support, while only one-sixth had more than two sources of support.

There was a fairly high degree of similarity between the purposes of local and national organizations. The activities of these respective groups were somewhat more dissimilar.

Educational aims ranked first, while citizenship and health welfare objectives ranked second and third, respectively. Educational projects ranked first, while recreational and relief projects ranked second and third, respectively.

One-half of the community agencies showed a fairly high degree of correlation between their stated aims and projects actually promoted. One-half of the organizations revealed a low degree of correlation between these two functions.

The average group of agencies had projects in six areas.

Representatives of the agencies expressed a need for (1) a more stable financial structure; (2) a better public relations program; and (3) a better correlation of activities among all community agencies.

Haas - - -

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language. The name of Pooley, for instance was unknown to a majority; and modern English usage was as Sanscrit to students who wanted to know how to teach grammar with no

concept of functionalism. The treatment of ability grouping, the use and interpretation of common standardized tests of reading readiness and achievement, and differentiated instruction on the basis of pupil's abilities needed greater attention than is usually provided.

Selected bibliographies of materials of a general nature were prepared by many of the faculty, regardless of their teaching field, to enable the students to acquire the point of view operating in the effective modern elementary school. Readings in popular and professional literature, such as *These are Your Children*, *Pupils are People*, the books of Hughes Mearns, Robert H. Lane, and the various publications of the National Policies Commission were included in these lists. In order to give the students greater insight into the unique problems of the Chicago public elementary schools, many of the faculty employed the *Chicago Schools Journal* as supplementary or required reading.

In addition to the common instructional equipment—the textbook, map, chart, or globe—much use was made of audio-visual aids. Excursions at night were scheduled in the social studies methods classes, although these could not be so numerous as during the regular school day. Demonstrations of the use of current elementary materials are given by successful teachers. Representatives of the professional publisher contributing to the approved list of textbooks and materials provided printed aids and speakers.

A second factor, and one especially involved in the maintenance of student morale, was the fatigue of students following a day's work in the schools, either as a day-to-day substitute or as one filling a sabbatical or other leave. Their motivation—the examination—was certainly a strong element in keeping their interest high. They challenged the faculty with their maturity and immaturity, often operating simultaneously. It is believed that the response of the instructors, imbued as they are with the necessity for training the finest pos-

sible teachers for the elementary grades, made it possible to respond with a very real enthusiasm, thus providing teaching of unusually high caliber.

How successful is the program at the Chicago Teachers College? There are available to the writer no figures of the percentage of successful candidates in the open examinations who received a large proportion of their re-training through the extended day classes at the Chicago Teachers College. With the establishment of the open examination system, several colleges and universities in the Chicago area have instituted similar programs aimed at the reconversion of secondary school teachers for elementary service; thus adding to the supply of qualified candidates.

However, it may be reported that several students, who gave promise in the classroom, have been kind enough to write or call to announce their success in performance on both the oral and written examinations. Too, several principals in Chicago elementary schools have indicated a marked respect for the caliber and sincere application of students who, under an initial handicap of an almost complete ignorance of elementary school practices, have proven their worth in actual teaching situations.

A program of reconversion, as our experience has shown, is both feasible and practical. Such a program, so especially needed at this time to provide qualified teachers for the elementary schools, cannot but succeed when based on a knowledge of one's students, their needs, and the known factors in operating in the elementary schools of the nation.

Shearer - - -

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tinued in school after raising his grades.

The names of those students who quit school after only one term were then removed from the master list leaving a total of 208 of which forty were girls and 168 were boys.

From a study of the above sources of data, the following information was revealed:

1. The average number of terms a student was in school before being placed on probation was 3.6. This included summer terms as well as those during the regular school year.

2. There were sixty-three students on probation the winter term, 130 on probation the spring term, and fifty-four on probation the fall term.

3. There were only three students on probation all three of the terms under consideration, thirty-six on probation two terms, while the remaining students were on probation only one term.

Table I presents the disposition or subsequent action taken with reference to 208 students on probation during the school year of 1948. Sixty per cent of the group were dismissed; seventeen per cent voluntarily withdrew from school; and over 22 per cent continued in school or were graduated.

Table II presents the changes in index of the group studied. It is noted that about the same numbers raised and lowered their indexes during the year studied.

SUMMARY AND CONCLUSIONS

Summary. If the results of this study can be considered as valid, a brief summary will show that:

1. The average low scholarship student can attend Indiana State Teachers College almost a year or more before being placed on probation by the college.

2. One term on probation is sufficient to bring about action on the part of the student or the college.

3. There is a high correlation between scholarship index and psychological rating.

4. Many more students are dismissed by the college than quit voluntarily due to low scholarship.

5. About the same number of students lowered their grades as raised them after being placed on probation by the college.

Conclusions. Disregarding all other outside factors such as habits, attitudes, interests, family background, home life, etc., it would appear that probationing low scholarship students at Indiana State Teachers College is worthwhile in two respects; namely, it aids the college in weeding out those students who are not college material and would eventually have to be dismissed or quit at a later date; and it provides motivation for those few students who are borderline cases and, while having perhaps the necessary aptitudes for college work, need occasional prodding greater than that instituted by their professors.

In the over all picture, probationing low scholarship students seems to have little effect on their grades. It seems that about the same number of them lower their grades as raise them after being placed on probation.

Recommendations. Many of the students who were on probation during 1948 were still in school at the time this study was made. A further study might be made to determine how many of these students graduated, how many eventually quit or were dismissed by the college, and a follow-up of those not in school to see what types of adjustment have been made.

TABLE II
AN ANALYSIS OF STUDENTS' GRADES BASED ON THE
QUARTER IN WHICH THEY WERE ON
PROBATION IN 1948

Quarter	Number who raised grades	Number who lowered grades	No Change in grades
Winter	22	38	3
Spring	62	65	3
Fall	27	24	3
Totals	111	127	9

McAllister - - -

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the thinking on the proper interpretation of S U grading symbols and the closely related problem of promotion and failure in order to bring about better understanding on the part of both parents and teachers.

4. A more conscious effort must be made on the part of all school officials to widen the scope of the public relations program, particularly in regard to informing parents properly on the grading practices.

5. That our elementary schools encourage continuous promotion, as such as a policy is based on the premise that every teacher shall meet every child in his classroom at precisely that stage of development in which he finds the child and have him move forward intellectually, socially, emotionally, and spiritually according to his own personality, as far as he is capable of going.

6. Instructional materials be diversified in order to provide for the many levels present in every classroom. Every effort be made to provide an enrichment program challenging to children.

7. Less emphasis be placed on standardized educational tests (achievement) and more emphasis on diagnostic tests applicable to the teacher's needs.

8. Every effort be made to keep the class enrollment in primary and elementary divisions small in order that teachers might be able to give more individual attention to pupil's needs.

9. Teachers be encouraged to make increasing use of the conferences as a means of better understanding children and helping them grow to their maximum capacity. Efforts should be made by the administration to devise a means of releasing some school time to take care of conferences and interviews with parents.

10. Teachers should make every effort to use freely the space for comments on the cards, as well as to

write friendly, informal notes to parents whenever necessary.

11. Teachers should make every effort to discuss problems with parents tactfully, frankly, and courageously without hesitation or evasion. Every effort should be made to give constructive criticism with definite suggestions and help on what to do.

12. To this end, every teacher should make use of objective materials to make clear to parents certain phases of the child's growth. Samples of work saved in pupil envelopes or folders throughout the year are invaluable aids in promoting better understanding of the child's needs.

13. The nine-week grading interval be continued, as this, if properly used, gives more opportunity for the teacher to meet the needs of the individual child. The apparent discrepancy here, in view of the response, was felt to be justified as the investigator felt, from an analysis of the subjective comments made by parents, that the attitude toward a more frequent grading period was due apparently to a habit pattern held over from the conventional grading system of the past and to the failing of teachers to utilize to the fullest the opportunity to confer and comment freely and frankly with parents on pupil progress.

Conrad - - -

(Continued from page 74)

drew from the college before the end of the spring quarter of 1949.

Withdrawals other than for low scholarship. An interesting revelation of the study was the withdrawal from the College of 15 transfer students all of whom had earned scholarship indices far above the minimum requirements. The range of their indices is from 42.8 to 100. They represent over half of the 22 transfer students who withdrew from Indiana State during the period studied. No study was made of the causes of withdrawal, but it is evident that scholarship was not the cause.

SUMMARY AND CONCLUSIONS

Summary. In this study of 96 stu-

dents transferring to Indiana State Teachers College from some other institution of higher learning in the fall of 1948, the following facts were found:

1. The 96 students included in the study came to Indiana State from 48 different institutions and from 18 different states.

2. More than half of the students came from 18 schools in Indiana. Indiana University contributed the largest number, 11.

3. The number of colleges or universities attended by these transfer students before matriculating at Indiana State shows that few, if any, of the students were of the roving type. Only 12 students had attended two other schools, the remaining group had attended only one other school before coming to State.

4. Over 78 per cent of the transfer students entered Indiana State as freshmen or sophomores. Those entering as juniors accounted for slightly less than 21 per cent, and only 1.1 per cent entered as seniors.

5. The scholarship indices of over 90 per cent of the transfer students were above minimum standards for continuation after 3 quarters in the College. Of the 96 in the transfer group, 16.7 per cent maintained scholarship indices between 75 and 100, 55.2 per cent between 50 and 75, and 22.9 per cent between 25 and 50. The indices of only 5.2 per cent of the group were below 25.

6. Only 9 of the group failed to meet the minimum standards for continuation in college and withdrew by the end of the third quarter.

7. One of the transfer students was put on probation, but failed to improve sufficiently to remain.

8. The freshmen made average indices of 57.4, the sophomores 60.9, the juniors 62, and the seniors 68.7. This is an average of 2 to 6 points higher than the class averages for the entire student body in the winter quarter of 1948-49.

9. Among the total group studied, 7.5 per cent had been dropped from the institution from which they transferred because of poor scholarship.

Of these, 3 managed to meet the standards for continuation at State.

10. A total of 22 of the original group had withdrawn from the College by the end of the 3 quarters under study. Of this number, 15 had earned scholarship indices considerably above the minimum requirements to continue in school.

Conclusions. Scholastically, it would appear that the transfer students studied were representative of the average student attending only the one college. Over 71 per cent of them averaged grades of C or better. Over 16 per cent of the transfer students averaged grades of B or better.

A small per cent of the transfer group were admitted to the College after having been dropped by a previous institution because of poor scholarship. Slightly less than half of this group managed to meet the minimum requirements to continue at Indiana State. No attempt was made to determine the mental ability of these students or their interest patterns, so no valid explanation can be given for their scholastic adjustment at State.

Withdrawals from the College for the period studied totaled 22, only 9 of which were the result of scholarship indices below the minimum requirements for continuing at State. The remaining 13 were considerably above minimum scholastic requirements and it might be concluded that proper guidance both before and after entering college might have prevented either the transfer or the drop out.

The transfer students came from 48 different colleges and universities of varying sizes and purposes, most of which, however, were teacher training institutions. Whatever the reasons were for these students to transfer to State, the scholastic record of the group as a whole would indicate that the majority made satisfactory adjustment at the college.

The scholastic record of the group after 3 quarters of work at State and the elimination of the relatively small group who failed to achieve minimum scholastic indices for continuation in school would seem to be evi-

dence enough to quiet any fears that the teachers college is becoming the "resting place" for the sub-standard student.

Recommendations. The author's time and purpose did not permit the investigation of many additional factors that might add considerably to the data and conclusions of the study that would be of value to registrars and counselors. More study might well be made on the type of institutions the transfer students attended originally, the courses they pursued, and the grades they obtained.

A follow-up of the students by questionnaire or personal interview might reveal to what the student contributes his adjustment and satisfactory record at State, his reasons for the transfer, any change of course or objectives made upon the transfer, and his own comparative evaluation of his work at the two schools.

A study of the withdrawals of the transfer students in relation to their exposure or lack of exposure to a guidance program in high school or college might give clarification to large number of transfers made.

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(Continued from page 75)

There is no reason, too, why such a program would not be feasible in connection with the subjects of book-keeping and stenography, assuming, of course, that the students had received the basic fundamentals and acquired the skills pertinent to these subjects in school. Such a program requires the cooperation of local businessmen, and is also dependent upon the size of the community in which the school is located.

The use of excursions in the teaching of business subjects also would be practical. Such a practice would be particularly valuable when used in connection with the subjects of marketing and advertising. Students would gain a far better understanding of marketing and advertising principles if the opportunity to visit industrial, wholesale, and retail firms

was available. Again, such a program requires the cooperation of businessmen, and is dependent also upon the size of the community in which the school is located. In a recent talk, a local businessman revealed that for some time he has been considering a program whereby teachers of local and surrounding school would make tours each year of different business firms in this city. Beyond a doubt, such a plan would be worthwhile, not only to the teacher but to the students of that teacher as well.

These programs mentioned above represent but a few of the ways in which current materials may be used in the teaching of business subjects. No mention has been made of the manner in which newspaper and magazine articles, radio broadcasts, exhibits, use of charts and graphs, display boards, movies, and many other practices may be fitted into the teaching of business subjects.

The discussion material presented above indicates ways in which the teacher may free himself from strict adherence to the textbook material and assure greater student interest and learning in the teaching of business subjects.

Book Reviews

Philosophy of Nature by Moritz Schlick (translated from the German by Amethe von Zeppelin) New York: Philosophical library, 1949, pp. 136. xi, \$5.00

Professor Philipp G. Frank of Harvard, as President of the Institute for the Unity of Science, has announced to College students an essay contest with prizes totalling \$500.00, the general problem of which is how most effectually to 'remarry science and philosophy.' Unknowing students should be forewarned that this does not mean how shall philosophy most definitively put science in its place, but rather what shall be the form the statement of the subordination of philosophy to science shall

take to express most adequately the 'belief' in science as itself the knowledge of reality. Or, how shall 'scientism' veil from itself as well as the others, the 'philosophers', the speculative nature of its own meta-physical premise, that reality is a pure object of scientific observation, and make that premise appear to itself be a result of science and neither the purely 'hypothetical' basis of professional work in the laboratory nor the simple superstition of the last phase of post-Renaissance sensate culture. Or, if reality or indeed anything) were purely 'physical', a pure 'object', what would follow as the relation of philosophy to the technique of observation of reality taken as 'knowledge'.

Now given this latter statement of the problem, a purely hypothetical, theoretical problem, this fine little book by Schlick would be the best possible point of departure for the student undertaking to write such an essay. For assuming that it is not self-contradictory to make philosophy an aspect of science, then the next thing that cannot escape observation is that science is itself many, not one, and the problem is the unity of different sciences, which becomes on the one hand the problem of the reduction of all sciences to a common conceptual language, resulting in the scholasticism of logical positivism (of which Schlick is the spiritual Father as the leading figure in the Vienna 'circle'); and becoming on the other hand the problem to reduce the many different sciences to the condition of physics. For as all the arts tend to the condition of music, so all sciences tend insofar as they are 'scientific' to the condition of clarity, precision and pure abstraction of the specifically 'physical' science. Now in this little book of Schlick this last reduction of the sciences to the condition of a physical science is carried out with a lucidity, an ease in all the different sciences, and in their historical development, and with a convincing air of authority and finality that simply cannot be admired too much. This is Schlick's last statement on the matter, and has been taken from man-

uscript by two devoted students of the master, who have incorporated into the work to complete it exact notes of the lectures given by Schlick in 1927 prior to his murder by a student. It will certainly be the little classic of the whole neo-positivistic and physicalistic movement in contemporary philosophy, conveying the very air of the original Vienna Circle from which that movement most authentically springs. One can without great difficulty imagine the reverence with which Carnap, Reichenbach, Neurath, or the most learned of them all, my own old professor, Heinrich Gomperz, (whose death the movement could ill afford for there was in him a wisdom conspicuously absent in the others including Schlick), would hold this incredibly concise little volume in which is stated what might be without offense called the catechism of the unity of science.

The publishers in this country, the Philosophical Library, should be commended on having corrected at last in this and other fine recent volumes their old unforgivably sloppy proof-reading and editing of works under their imprint. It is a far and commendable cry from even so late a volume as Sartre's *Psychology of Imagination* printed by them in 1948, in which no reference is made even to the name of the French work from which the translation is made, much less the publisher, and the name of the English translator is withheld. In the face of their recent excellent publications we willingly forgive them their old sins.

E. I. Dyche,
Head, Philosophy Department, Indiana State Teachers College

Twentieth Century Economic Thought, Glenn Hoover, editor. New York. Philosophical Library, 1950. pp. 819 xiii \$12.

Current economic thought, if this volume correctly represents it, is concerned with taxation, pricing, wages, employment, labor unions, social security, agriculture, international finance, immigration, and freedom of

enterprise. Glenn Hoover and nineteen others have written on a variety of subjects. No purpose is evident except that of informing serious readers. The book is not one to be read quickly. It is generally practical, seldom mathematical, and always challenging.

Keynes is praised for his sincere concern over unemployment. Essentially, his greatness lies in the fact that he evolved a program for action. He was concerned less with the theoretical side of unemployment and more with the elimination of that evil. His over-emphasis on equilibrium is clearly pointed out. Henry George's single tax is extolled in a forceful chapter which reveals the inequities involved in the ability principle. Careful thinking has gone into the excellent chapters on wages, prices, and employment. Here one finds constructive recommendations. Specifically, one author shows us the good and bad in guaranteed wages. Another builds a case for prices stabilization through the 100 per cent reserve plan. Prices are seen as the key to business fluctuations, and government control is advocated as the only means by which a competitive system can be maintained. Full employment is carefully defined as that which prevails at the level of maximum efficiency in the use of labor and of natural resources. The Taft-Hartley Act is explained sympathetically. Labor unions are devised to show more genuine concern for the general welfare. A keen and rather devastating chapter rips the insurance label from social security by emphasizing the absence of any actuarial basis for payments to the fund.

The chapters on international problems are marked by realism. American imperialism is no myth. It is seen in our infatuation with surplus of exports over imports. A clear analysis of the International Bank and the Monetary Fund reveals their lack of strength, at present, in trade expansion, exchange stabilization, and reconstruction.

Typographical errors in the intro-

ductory pages detract. The bibliography at the end of each chapter appears to be helpful. The index is satisfactory, but is much too brief. Few errors were noted in the text. On page 652, line 32, "low death rate" should be "high death rate," obviously. On page 407, the word "paternalism" seems to be proper. The quality of printing and binding is far from that which one has a right to expect in so expensive a book.

The reader who approaches this book with a desire to improve his grasp should gain much from carefully studying the twenty chapters. There is much that has a hopeful ring. And there are prophecies of gloom as well. Two conclusions are submitted by this reviewer. First, here is a book for practical people. Second, perhaps we should do more to emphasize the idea that no nation's economy is separate unto itself. "One world" in economics is even more true than "one world" in politics.

Richard H. Gemmecke,
Assistant Professor, Department of
Social Studies, Indiana State Teachers College

Guidance Handbook for Teachers by Frank G. Davis, Professor of Education, Bucknell University and Pearle S. Norris, Counselor, Public Schools, Philadelphia, Pa. McGraw-Hill, 1949, pp. 344. \$5.50. (Guidance Manual for Principles accompanies it).

Every effort has been made by the authors to state clearly and briefly the function of the homeroom and classroom teachers in a guidance program. It is suggested that "if the best results are to be achieved in any school, every teacher's schedule should include one free period during the day when he can hold conferences with individual pupils, check on pupil records, and review quietly the needs of individuals and techniques for meeting them."

The topics are carefully chosen, presented clearly and illustrated extensively. Challenging questions and a brief, annotated bibliography accompanies each topic.

The chapter headings are as follows:

The Meaning of Guidance
Meeting the Adjustment Needs of the Adolescent
Guidance and Health
The Homeroom
The Homeroom Teacher's Cumulative Pupil Personnel Record
The Pupil Questionnaire
The Pupil Autobiography
The Anecdotal Record
The Home Visit
Guidance by the Classroom Teacher
The Seating Chart
The Classroom Teacher's Cumulative Pupil Personnel Record
Tests and Measurements in Guidance
Personality Rating
The Guidance Clinic
Individual Counseling
Group Counseling
Capacity and Achievement
The Scattergram
The Capacity-achievement Report
The Report to Parents
Helping Pupils to Choose Curricula
Correcting Educational Defects
Articulation
The Pupils' Plan Book
Vocational Guidance
Guidance through Extracurricular Activities
The Community and the Guidance Program
Evaluating the Guidance Program

Both the Handbook and the Manual fill a need for teachers and administrators. The materials are sound and practical. The administrator who leads his teachers in a careful study of the content will find teachers receptive to testing, cumulative records, etc. Many of the guidance tools will be used by classroom teachers; thus bringing about improved personnel services for more pupils.

Helen Ederle
Assistant Professor of Education
Indiana State Teachers College

Reading for Liberal Education by Locke, Gibson and Arms; Rinehart & Co., Inc., New York, New York, 1948.

For the industrious and intelligent reader this book, as meaty as it is

large, should furnish a broad and stable foundation for further incursions into liberal education. It comprises two volumes bound as one. The first is entitled, *Toward Liberal Education*. The 768 pages of this volume are packed with admirably selected essays and articles covering a wide sweep of subjects organized under seven major divisions: Learning, Reading and Writing, Thinking, The Arts, Science, Society, Philosophy and Religion.

The authors have gleaned patiently and wisely. The book opens with Thurber's inimitable humor in "University Days." Students should be won to the book from the first page; and to many of the essays they must turn again and again, as for instance, H. L. Mencken's, "The American Language," Hayakawa on poetry and advertising, and Joad in his scholarly but popular "Origin and Evolution of Religion." Variety, wit, grace of style, and immediacy of interest mark the selections. It is to be doubted if a more comprehensive presentation and interpretation of contemporary culture can be obtained from any other single book of our times.

To suggest the fascinating variety of interests and facets through which the student is introduced to the arts, the titles and authors of the section called, "The Fine Arts" are here listed:

Why Abstract? by Hilaire Hiler; The Imperial Facade by Lewis Mumford; Music for the Man Who Enjoys Hamlet by B. H. Haggin; Direction by Alfred Hitchcock; The Simple Art of Murder by Raymond Chandler; Washboard Weepers: A Small Case for Radio by Max Wyllie; Strictly from Mars, or How to Philander in Five Easy Colors by S. J. Perelman.

The second volume, Introduction to Literature, essays orientation of the student through five major categories: Man the Individual, Man on Beauty, Man's Universe, Man and Man, and Man's Beliefs. T. S. Eliot and Walter Raleigh; E. E. Cummings and Christopher Marlowe; James Thurber and Ivan Turgeneff

are found together in the book. The authors have no more been wooed by the chestnuts than they have been afraid of the new and frankly experimental. Any student spending an important college year with the book, puzzling over its ideas, chuckling at its humor, and seeing his contemporary world through arches it would build for him, would want to keep the book. It has pieces as new and sparkling as this week's *New Yorker* and as established and universal as Shakespear's, "When in despair with Fortune and Men's Eyes" or Keat's "Bright Star, Would I were Stedfast as Thou Art."

In forms of literature its range is as wide as in content. Altogether the volume is heavy only in material weight. It should lighten many a college hour as it serves its avowed purpose in introducing the student to the meaning of liberal education.

John E. Grinnell
Dean of Instruction
Indiana State Teachers College

Labor Dictionary: A concise encyclopaedia of labor information by P. H. Casselman. New York, New York: Philosophical Library, 1949, pp. 554 xi.

This dictionary has 1652 definitions 27 brief biographies, 107 labor agencies or bodies, 192 abbreviations, 447 cross-reference titles, and 36 other entries. In it can be found definitions of common terms, such as arbitrator, conciliation, mediator, checkoff, injunction, yellow dog contract, espionage, and time study analyst. There are propaganda and slang terms, such as American plan, leftist, link, boondoggling, kickback, featherbedding, bouncer, bumping, scab, and straw boss. It includes significant and uncommon terms, such as absentee capitalism, captive mines, jurisdictional disputes, labor contract, experience rating, merit rating, family allowance, flying squadron, and Mohawk Valley Formula for strike breaking.

This work contains various acts dealing with or applied to labor, such as Sherman, Clayton, Norris-La-

Guardia, National Labor Relations, Fair Labor Standards, and Taft-Hartley. It describes the various unions, such as company, business, predatory, revolutionary, closed, craft, and industrial. It distinguishes the union business agent from the shop steward. It defines the various kinds of shops—closed, open, union, etc. It includes explanations of various kinds of wage systems—Taylor, Rowan, Halsey, Emerson, piece rate, and Bedaux. It gives a concise meaning of severity rate of accidents, and frequency rate.

This book is up to date. It includes various phases of the Taft Hartley Act, and gives a short review of recent data dealing with sensitivity to depressions.

The publisher and author have made a judicious use of the various kinds and sizes of type for emphasis. If a word has more than one meaning, the various definitions are numbered serially.

The only possible prejudice noted was in the definition of statism. The word seems to have been defined as those who are opposed to statism would have defined it.

The work is a very useful compendium for students of labor, and might well be placed in all libraries.

Waldo F. Mitchell
Head, Department of Social Studies
Indiana State Teachers College

Educational Psychology by Lawrence E. Cole and William F. Bruce. Yonkers-on-Hudson, New York: World Book Company, 1950 pp. 768.

Educational Psychology by Lawrence E. Cole and William F. Bruce is an out and out new book. It approaches the subject largely through the current day social settings and the materials are organized around the theme of the Mature Person.

The four major divisions of the subject matter of the book are as follows: Life Styles in Their Social Settings, The Development of Personality: Analysis and Integration, The Psychology of Learning in a Free Society, and Putting Psychology to Work in the Schools. The more or

less traditional topics usually included in books of this field such as physical growth and development, intelligence, emotions, motives, learning, and thinking are discussed in this book.

Each of the nineteen chapters is begun with a type of introduction which briefly sets forth some of the major ideas to be found in the chapter. Study aids in the form of black type and italicized words are used rather extensively. Although figures and charts are not profuse they are of the black and white variety and are clear and understandable. Near the end of each chapter there is given some kind of study aid generally in the form of activities or experiences to be performed by the student which will further his learnings. Each chapter also lists films for study and discussion and ends with suggested references for further reading. These references are always well selected and are pertinent to the topics being discussed.

Near the end of the book is given a bibliography of thirty-eight pages. Although it is not complete it is indeed adequate and has obviously been carefully selected in view of the major topics discussed in the book. The authors devote five pages to citing sources of instructional films which are extremely helpful. The name index and the subject index appear to be quite complete.

The style of writing and vocabulary are such that the average college student should have no difficulty in grasping the basic concepts as given. One college student who was privileged to read selected portions reported that she found the book both readable and interesting.

Although the book is quite lengthy for a one term course in beginning Educational Psychology, yet its very length has permitted the writers to enrich the volume with numerous examples, which might be called cases, and much of the recent research in the field.

This book contains an approach which should prove to be a definite

contribution to the total field of education.

Lloyd N. Smith,
Associate Professor of Education,
Indiana State Teachers College

The First Two Decades of Life by Frieda Kiefer Merry and Ralph Vickers Merry. New York, N. Y. Harper & Brothers, 1950, pp. xiii 600. \$3.75.

A glimpse of the small, compact volume, *The First Two Decades of Life* by Frieda Kiefer and Merry and Ralph Vickers Merry, leaves one with the feeling that it is too small a book to cover the psychology of the first twenty years of life; upon reading the text, however, one finds it so informative that he is not only pleasantly surprised but is also greatly impressed by the detail and comprehensiveness of the treatment of each chapter topic.

There are fourteen chapters in all, one on methods of studying children and adolescents, three on heredity and physical growth, two on the development of motor and language ability, one on learning in general, five on intellectual, emotional, social, personality, character and religious development, one on reading, radio, and movie interests, and one on creative activity.

The chapters are orderly in their development, clear in their style, and interesting in their material. One has the feeling, as would be expected, that a great deal of information is packed into the fewest possible words and though this is indeed admirable, a somewhat more leisurely consideration of each topic might have made the reading still more appealing and have given the student a better comprehension of what he was reading about.

The subject matter seems to be reliable and make use of enough recent research to give a well-rounded picture—though not all that might be of

value is included. The viewpoint of the author's is wholesome and sensible throughout.

Each chapter finishes with a helpful summary followed by down-to-earth and usable "suggested activities." Selected references complete the study helps. There is an author index and a good subject index.

The format of the book is most attractive, the paper good, the print comfortable. There are a goodly number of diagrams.

Altogether, this would seem to be a fine text to use if the teacher plans to supplement it with much discussion, outside reading, and observation.

Marguerite Malm
Professor of Education, Indiana State Teachers College

Schoenberg and His School by Renee Leibowitz. New York. Philosophical Library, 1949 pp. 305 xvi. \$4.75.

This is the second work by Mr. Leibowitz in which he endeavors to bring light on the twelve tone technic in music composition as developed by Schoenberg and put to use by his pupils, Berg and Webern. In this book he reviews quickly those moments in music history which have shown clearly the end of one type of musical thinking and the beginning of another, concentrating chiefly on the break-down of modal music shown in the work of Bach; the resultant inception on tonal music of the classic instrumental period and the romantic period; the chromaticization technics of Wagner which in turn caused the disintegration of tonal principles; leading clearly, thinks Mr. Leibowitz, to the twelve tone technic of Schoenberg and his school.

The greater portion of the book is devoted to the development of the Schoenbergian principles as evidenced in a detailed analysis of Scho-

enberg's works; to the attempt of Alban Berg to relate these principles to older forms; and to the attempts of Anton Webern to carry the Schoenbergian acquisitions forward to logically indicated practices and usages. The book closes with an analysis of the problems encountered by listeners in adjusting to and assimilating music which is idiomatically and structurally new and, therefore, unfamiliar.

Mr. Leibowitz speaks with impassioned voice for those who believe that Schoenberg is the Bach of the first half of the twentieth century. He has no doubt of that. The work of others, such as that of Stravinsky, is unenlightened, even abortive. Every conclusion, every practice of Schoenberg is enlightened, every innovation is praise-worthy, every theory of tone relation is a logical extension of the past into the present and certain to show the way for the future. Mr. Leibowitz is no calm, cool spokesman for Schoenberg. In his passion he falls into small traps in which a development is both "extremely complex and extremely simple," in which the smallest of innovations is given the same emphasis as the large and revolutionary ideas. All this left this reader with some mistrust in the analyses.

In the last section of the work, Leibowitz pleads that listeners give open ears to Schoenberg, Berg, and Webern, that an opportunity to adjust to the unfamiliar musical idioms and treatments be afforded. It is here that a much calmer voice is disclosed, that the sincere student speaks very convincingly.

The book is well written. It is possible that some of the clarity of expression is provided by Dika Newlin, the translator, but it is quite clear that a musician is speaking, speaking fluently and often convincingly.

Arthur D. Hill,
Chairman, Music Department, Indiana State Teachers College.

INDIANA STATE TEACHERS COLLEGE

Music Department

announces

1951 Winter and Spring Music Activity Dates

January 9	Civic Music
January 19-20	Indiana Music Educators Association at Indianapolis
January 25	Terre Haute Civic and Teachers College Symphony Orchestra
January 24	Sinfonia
February 1-2	"H.M.S. Pinafore" (Gilbert-Sullivan)
February 11	Indiana State Teachers College Orchestra Concert
February 17	State Solo and Ensemble Contest-Festival
February 18	Sinfonia-American Music Recital
February 25	Indiana State Teachers College Band Concert
March 8	Viennese Ballet—Civic Music
March 14	Premiere presentation of new oratorio, "Lamentation", by John Jacob Niles—Indiana State Teachers College Choir
March 14	Indiana State Teachers College Band Convocation
April 5	Norman Carol—Civic Music
April 4-5-6	Indiana State Teachers College Band Tour (Northern Indiana)
April 7-11	Music Educators National Convention, North Central Conference at Fort Wayne
April 17-18	Indiana State Teachers College Choir Tour (Northern Indiana)
April 25	Indiana State Teachers College Orchestra Convocation
May 1	Terre Haute Civic and Teachers College Symphony Orchestra
May 10	Indiana State Teachers College Band Concert
May 16	Convocation—Elkhart High School Orchestra
June 25-30	Junior High Choral Workshop
June 25-July 7	Band Clinic
July 9-20	Elementary Music Workshop
July 9-20	String Workshop

Arthur D. Hill

Chairman of the Music Department